DOCUMENT RESUME

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ABSTRACT

Supporting performance objectives 39 and 40 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on cashing checks (personal). This module is the eighth in a set of eight on banktelling [CE 019 471-478].) The student materials include a pre- and posttest, instruction sheets on procedures for cashing checks, a student self check (with answer key), an instructor's checklist, and sheets of simulated coins and currency. The instructor's manual includes information on using the module, and simulated cash in-out tickets and simulated currency to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping [CE 019 480-489] is also available.) (JH)

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NATIONAL INSTITUTE OF EDUCATION

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BT
V–C

CASHING CHECKS

STUDENT'S MANUAL

Prepared by

Mrs. Katherine Cliatt

State Department of Education
Office of Vocational Education
Office Occupations Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

CE 019 478

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Department of Health, Education and Welfare, Office of Education

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Mrs. Linda Albert	Dreher High School
Mrs. Katherine Cliatt	A. C. Flora High School
Mrs. Mary Horton	Andrew Jackson High School
Mrs. Patricia Itter	C. A. Johnson High School
Mrs. Peggy McElveen	Gaffney Senior High School
Mrs. Frances Wells	Lexington Area Vocational Center

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A special note of gratitude is due Ann Jolly, office occupations teacher at Daniel Morgan AVC and former office occupations consultant with the State Department of Education, for her continuous cooperation during the development of these materials.

Anne L. Matthews

Anne L. Matthews, State Supervisor
Office Occupations Education

INTRODUCTION TO BANKTELLING INSTRUCTIONAL MATERIALS

The modules developed in South Carolina for the bankteller catalog are designed to provide audio, visual, and printed supplementary materials needed by the instructor and/or student to achieve the objectives stated in the catalog. The materials were designed as modules so that they may be flexibly inserted into an on-going program, as well as provide for maximum utilization via a rotation schedule.

These materials provide supplemental units of instruction in the following areas:

Module No.	Tasks	Performance Objective Nos.
II-A	Using the 10-Key with Left Hand	70
III-A	Handling Deposits	62, 14, 52, 53, 54, 55
III-B	Issuing and Cashing Checks (Certified, Cashiers, and Travelers) and Ordering Personal Checks	42, 47, 58, 57, 61
IV-A	Processing Coins	24, 17, 27, 23
IV-B	Sorting, Stacking, and Strapping Currency	25, 18, 30, 31, 26, 32
V-A	Examining Checks for Acceptability	12
V-B	Inspecting Customer Identification	19
V-C	Cashing Checks (Personal)	39, 40

The modules typically include a performance objective, definitions, prerequisites, equipment, introduction, directions, learning activities, self checks, and tests (pre and post). The instructor's manual contains notes, keys, forms for duplication, instructor's checklists, scripts for recording, and supplementary materials.

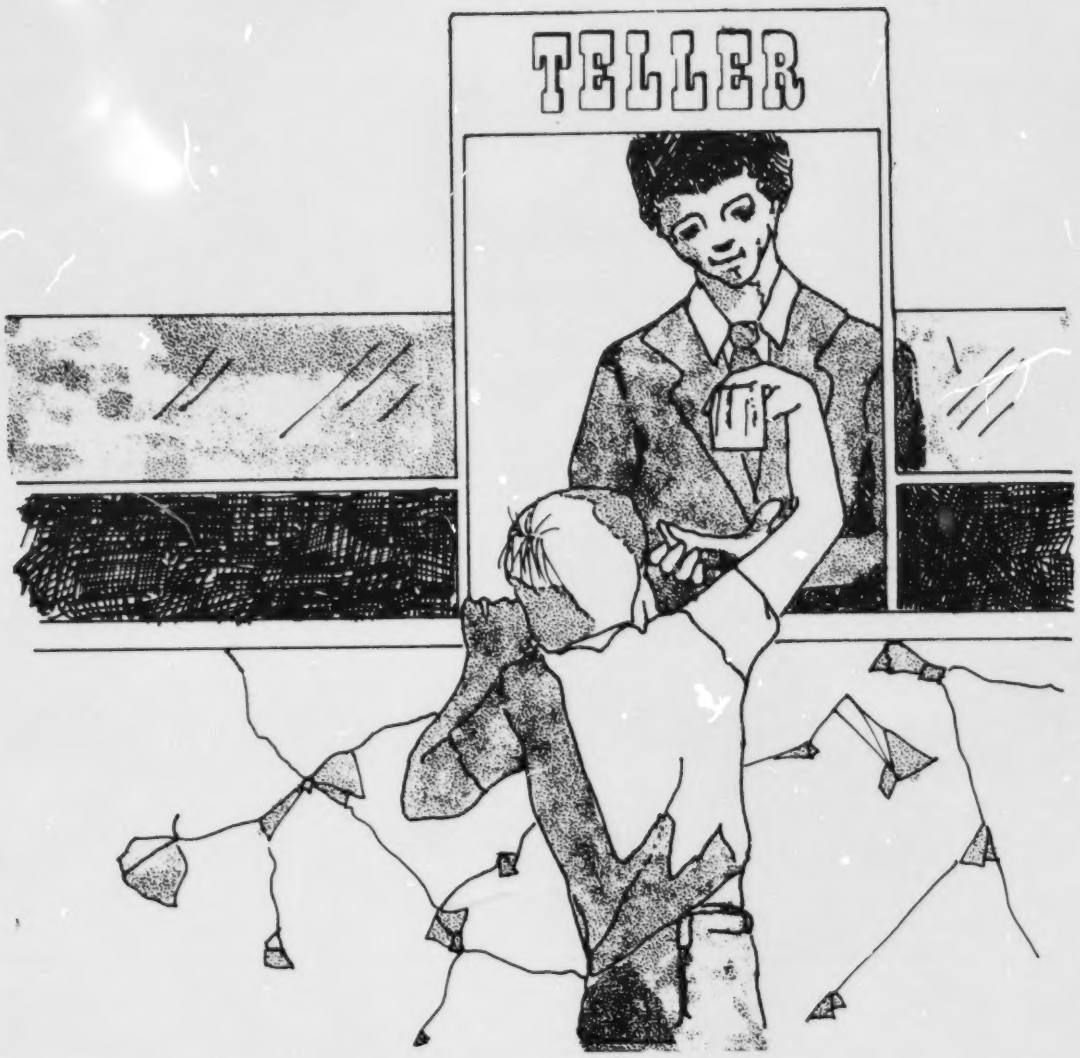
Before you release the packages to your students, review each package within your department, discuss how to best utilize the materials, choose the desired course, and plan the sequence for each unit of instruction. Other considerations are required:

1. Insure that necessary equipment is available and in proper working order.
2. Insure that necessary audio materials are recorded and easily available.
3. Obtain the necessary equipment needed for filmstrip viewing and listening.
4. Replenish consumable supplies after each student completes the module.

The modules may be used in the following courses: Office Procedures, Cooperative Office Education, Senior Intensified Program, Bookkeeping, Typewriting, Business Mathematics, Office Machines, and Introduction to Business. It is recommended that the banking modules be taught as a unit of instruction.

A simulated teller's cage using role playing customers (students) is desirable. Perhaps a rotation plan could be devised to provide each student with an orientation to simple bankteller duties. A teacher may, however, select single modules, provided no prerequisite skills are listed.

The supplementary materials for the bankteller catalog are designed for individual, small-group or large-group instruction. You may need to adapt materials in a few instances for large-group instruction. When used individually, students will be able to progress through the materials at their own pace.


TELLER

PERFORMANCE OBJECTIVES:

Given a teller's window prepared for cashing checks, a teller's stamp, and an adding machine, cash a single check, performing acceptably all items on the Instructor's Checklist. Then given the same basic supplies, proceed to cash a batch of checks. All items on the Instructor's Checklist should be performed acceptably.

DEFINITIONS OF TERMS:

You may not be familiar with some of the words and terms used in this module. Below you will find definitions for the words and terms with which you are probably least familiar. Throughout this module, the words and terms defined below will be in bold type so that if you cannot remember the definitions of words you will know where to find them in this module.

batch–(noun) several, a group. Example: The customer presented a batch of checks to the teller for cashing.

cash–(verb) to exchange a check for currency or coins. Example: Jane came to the bank to cash the check her mother had given her.

cash-out ticket–(noun) the bank document prepared to show how much money is paid out for each check cashed. Example: The teller prepared a cash-out ticket showing $10.61 for the check she cashed for me.

currency–(noun) the term used for legal, paper money of the United States. Example: For the $10.61 check, the teller gave me ten dollars in currency and 61 cents in coin.

dispense–(verb) to give out or to distribute. Example: When cashing a check for a customer, the bank teller should dispense the coins first.

in duplicate–(adverbial term) two copies of an item. Example: The bank teller should make the cash-out ticket in duplicate.

negotiability–(noun) legally capable of being transferred. Example: The negotiability of the check was questionable because of the erased signature.

original–(noun) the first page of copies in duplicate. Example: The original is placed with the checks that have been cashed.

PREREQUISITES:

Before beginning this module on cashing checks, complete the learning activity module on "Examining Checks for Acceptability" in the Bank Teller V-Tecs Catalog or read materials related to the procedures involved in examining checks for acceptability. Your local banks may have materials of this type for you to read. The module just mentioned on examining checks would be all that you need to read and complete before beginning this module on cashing checks.

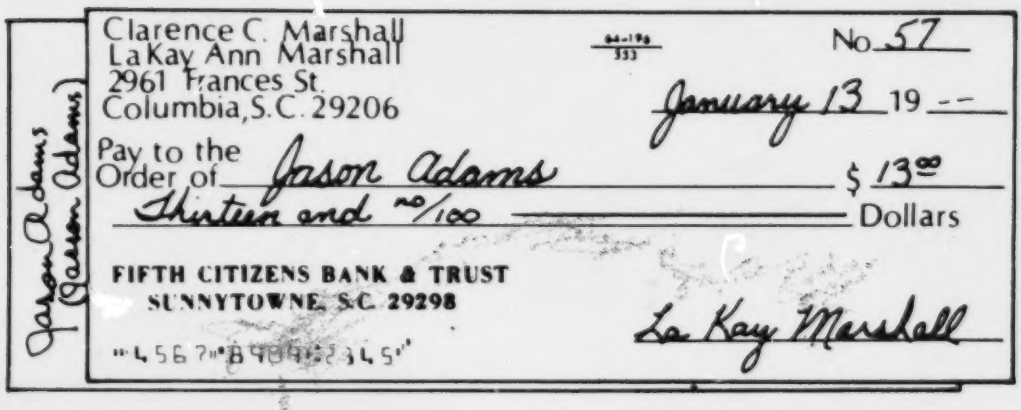
Read the performance objectives in this module and the definitions of terms which will be used in this package. You should be able to list, add, and get a total on an adding machine to be able to perform these objectives.

If you feel that you already know the procedure involved in cashing checks at the bank teller's window, complete the Pre-Test. If you score 100% on the Instructor's Checklist, it is not necessary that you complete this package. If you did not score 100% on the Pre-Test, proceed to EQUIPMENT, TOOLS, RESOURCES, AND SUPPLIES.

PRE-TEST

Remove the pages of checks, currency, and coins and cut them apart. Using proper procedures, you are to cash a single check presented by customer 1 for cashing and then cash a batch of checks presented by customer 2. Use the materials supplied by your teacher. These should include an adding machine with tape, a teller's supply of money, and a teller's stamp and stamp pad. If a teller's stamp is not available, write the number 68 on the checks that you cash and put your initials beside the number. Refer to the Instructor's Checklist following the Post-Test to see what is expected of you as you cash the checks in this module. Your teacher will watch you as you proceed to cash the checks and will use an Instructor's Checklist to determine whether you performed the cashing of the checks acceptably or unacceptably. If you do not score 100% on this Pre-Test, do not throw the checks away. They will be used later in the module. If you score 100%, proceed to the next module.

CUSTOMER #1


Clarence C. Marshall
LaKay Ann Marshall
2961 Frances St.
Columbia, S.C. 29206

No. 57

January 13 19 --

Pay to the Order of Jason Adams $ 13.00

Thirteen and no/100 Dollars

FIFTH CITIZENS BANK & TRUST
SUNNYTOWNE, S.C. 29298

LaKay Marshall

Jason Adams
(Jason Adams)

CUSTOMER #2

Lee Ann Rastus

Prof. N.O. Goode
208 N. Pine St.
Columbia, S.C.

No 15

January 6 19--

Pay to the Order of Lee Ann Rastus $ 16.73

sixteen and 73/100 Dollars

For typing exams

American Bank & Trust
Columbia, S.C. 29063

N.O. Goode

Leann Rastus (Lee Ann Rastus)

Ann V. Abernathy
1801 Lind Street
Columbia, S.C. 21368

No 4

January 7 19--

Pay to the Order of Leann Rastus $ 6.00

Six and no/100 Dollars

For Avon Products

B&A Trust Co.
Columbia, S.C.

Ann Abernathy

Lee Ann Rastus

ABC TYPEWRITER SERVICE
153 Jackson Street
Columbia, S.C. 28009

No 279

Jan 13 19--

Pay to the Order of Lee Ann Rastus $ 13.92

Thirteen and 92/100 Dollars

For Refund

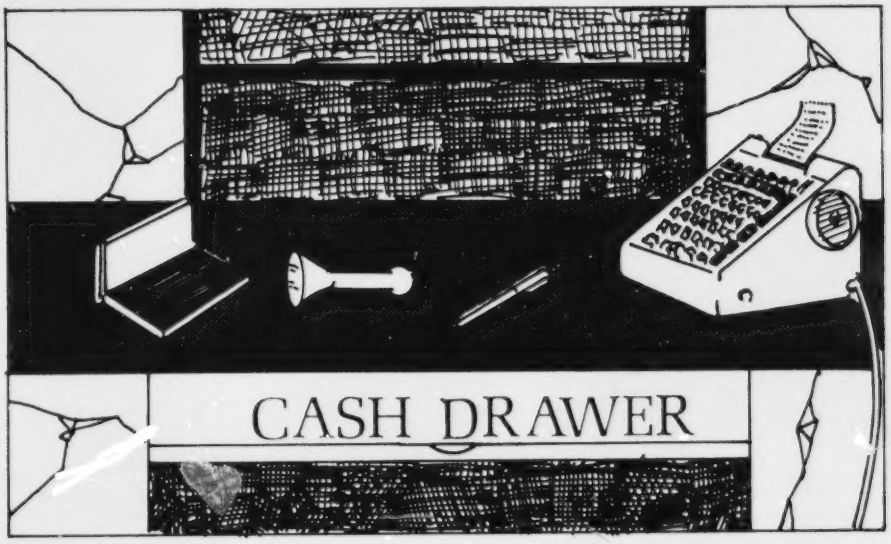
Amalgamated Trust Co.
Columbia, S.C. 29447

Joe Adams

Joe Adams, Comptroller

EQUIPMENT, TOOLS, RESOURCES, AND SUPPLIES:

You will need a teller's stamp and stamp pad if these are available. (You may simply write number 68 and your initials on the face of the checks you are cashing if these two items are not available.) You will also need an adding machine with tape, a supply of money arranged as a bank teller would have it arranged, and a batch of checks for cashing. These are provided with the module. You will also need a pen, in addition to a supply of cash-out tickets.



INTRODUCTION:

One of the bank teller's major responsibilities is cashing checks. It is very important that the teller have some systematic method of receiving the check, examining the check, and actually dispensing the money to the customer.

It is the purpose of this module to help you go through the procedure step by step when cashing a single check and to allow you to get the "feel" of cashing several checks from one customer.

This responsibility is not a difficult one but does require concentration on the part of the teller and does require that the teller be accurate when dispensing the money to the customer. The procedure you will be learning is used in many banks. When you have learned this procedure, you should have no trouble cashing checks in a bank teller's position.

DIRECTIONS:

Read through the package carefully. Always complete the activities in the order they are presented. DO NOT WRITE ON THE PAGES IN THIS MODULE UNLESS YOU ARE TOLD TO DO SO. Put your answers to the Self-Check on a separate answer sheet. When you are ready to perform the Post-Test, notify your teacher who will have a Checklist like the one provided with Instruction Sheet II. Your teacher will observe your procedure to see whether you performed the test acceptably.

LEARNING ACTIVITIES:

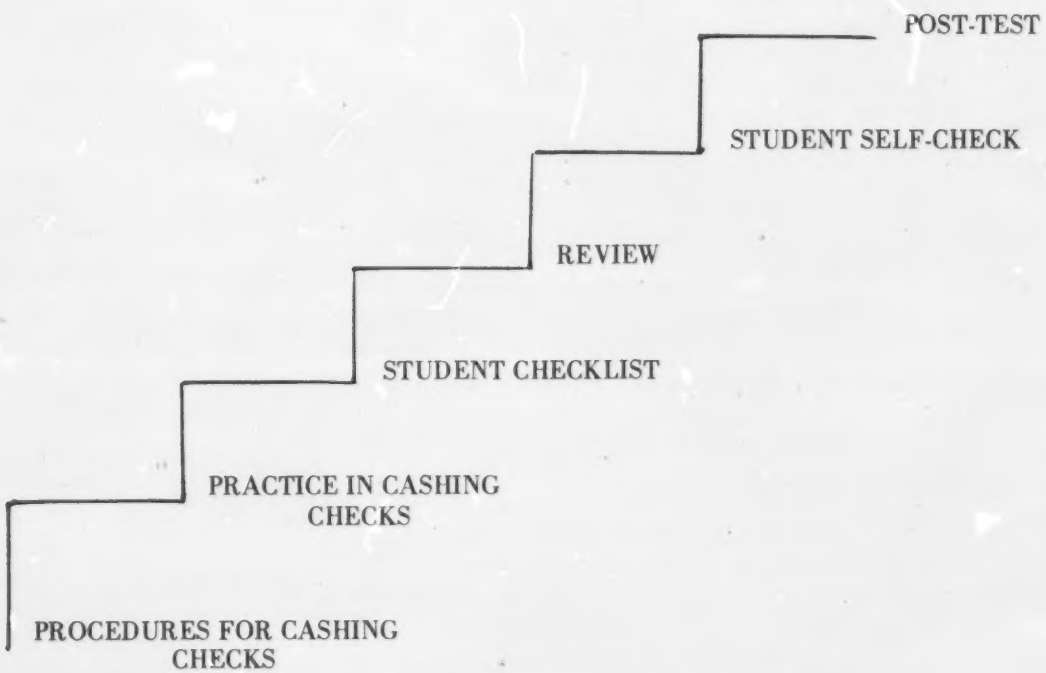
1. Turn to Instruction Sheet I entitled "Procedures for Cashing Checks" and read it very carefully. Think about each part of the procedure as you read through it.

2. Read the directions on Instruction Sheet II entitled "Practice in Cashing Checks" which provides illustrations for putting into practice what you read in Instruction Sheet I.

3. Complete the Student Checklist. You should try to perform the activities without looking back at Instruction Sheet I. However, since this is a learning activity and not a test, you may look back if necessary. After you have completed the Student Checklist, review the information in Instruction Sheet I. If you have questions not answered in the module, ask your teacher.

4. Once you are satisfied that you know the information presented, you may take the Self-Check "test" to give you an indication of how well you have learned what has been given in the module. You will use the answer sheet provided and check your own "test."

5. Once you have completed the Self-Check "test" and feel that you know everything you need to know in the module, you may go ahead to the Post-Test. Your teacher will have to watch you perform the activities so that she will know whether you are performing them acceptably.



INSTRUCTION SHEET I

Procedure for Cashing Checks

When the bank teller receives a check or checks from a customer, there is a definite procedure which must be followed before the satisfied customer leaves the bank teller's window. Read each one of the guidelines below carefully and try to visualize each step as you read through it.

1. The bank teller receives a check or checks from the customer. The bank teller is always courteous to the customer and smiles whether the customer responds or not.

2. The bank teller then examines the check or checks for points of **negotiability** as explained in "Examining Checks for Acceptability" (Objective 12) in the Bank Teller Catalog. Once the teller is satisfied that the checks meet the standards of acceptability, the teller will proceed to the next step.

3. If there is only one check to be **cashed** for the customer, the teller will omit this step. If, however, there are several checks to be **cashed** for one customer, the teller will proceed as follows:

   a. Prove the total of the **batch** of checks by using an adding machine:
      (1) List the amount of each check on the tape and get a total;
      (2) Repeat step (1) until you have the same total twice;
      (3) Save the tape from (1) and (2) which shows the same total twice.

4. The bank teller will **dispense** the money to the customer in the following order:

   a. Dispense the coins first;

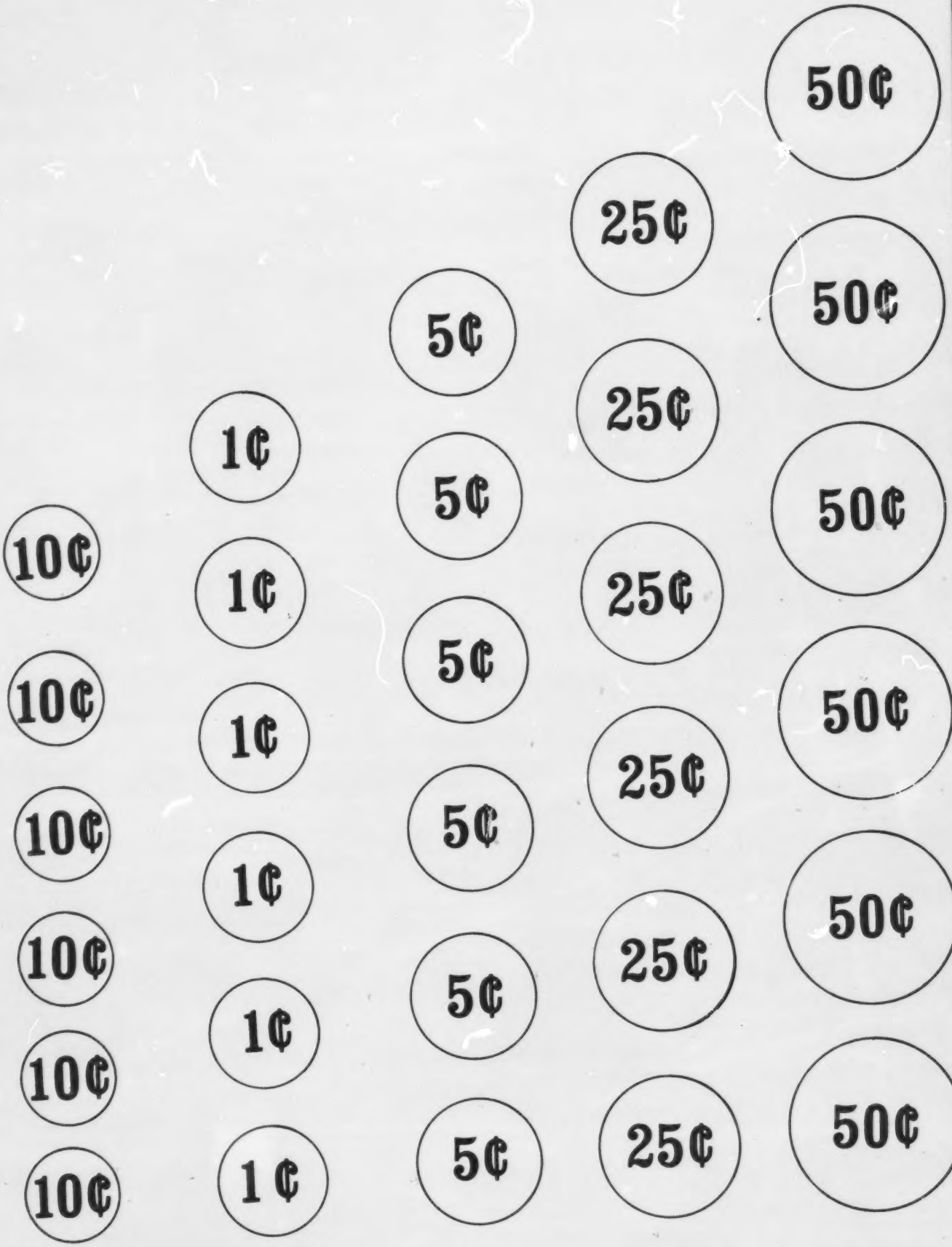
   b. Dispense the currency next, using the procedure below:
      (1) Pull the large bills out of the drawer first.
      (2) Count all currency as it is removed from the stack in the drawer:
         (a) Pick up each bill with the forefinger and the thumb;
         (b) Roll the bill between the forefinger and the thumb to separate it from the remaining bills;
         (c) Place the bills in the other hand as they are counted.
      (3) Count to the customer slowly so that the customer can count with the teller.

5. The bank teller will stamp the teller number on the face of the check(s) to indicate which teller cashed the check, making sure that no important information is covered by the stamp. Many of the larger banks now have an adding machine which will automatically print the teller's number on the check when the amount is put into the machine.

6. The bank teller will then make a **cash-out ticket in duplicate** for the amount of the check and distribute the copies as follows:

   a. The **original** copy of the **cash-out ticket** should be placed on top of the check or **batch** of checks and kept for the Proof Department.

   b. The duplicate copy of the **cash-out ticket** should be kept by the bank teller for balancing records at the end of the day. This ticket is the teller's record for proving the amount of cash paid out during the day's transaction.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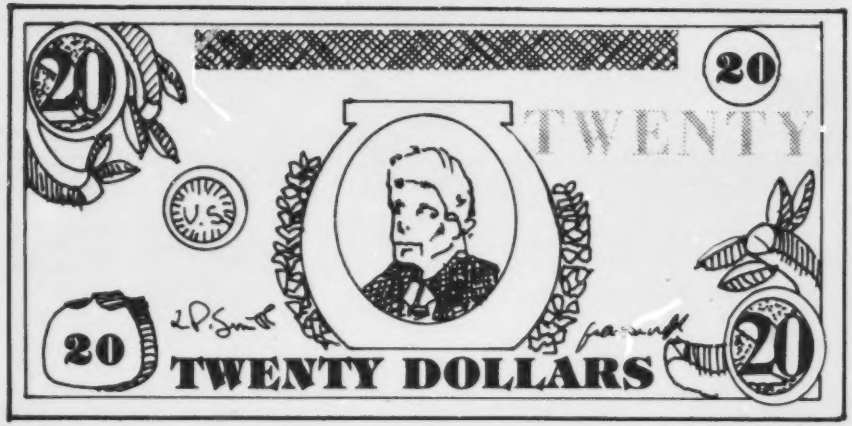


CASH IN-OUT TICKET

CASH-IN		CASH-OUT	
$	¢	$	¢

ORIGINAL TELLER _____ DATE _____

BT V-C, 11

CASH IN-OUT TICKET

CASH-IN		CASH-OUT	
$	¢	$	¢

DUPLICATE TELLER _____ DATE _____

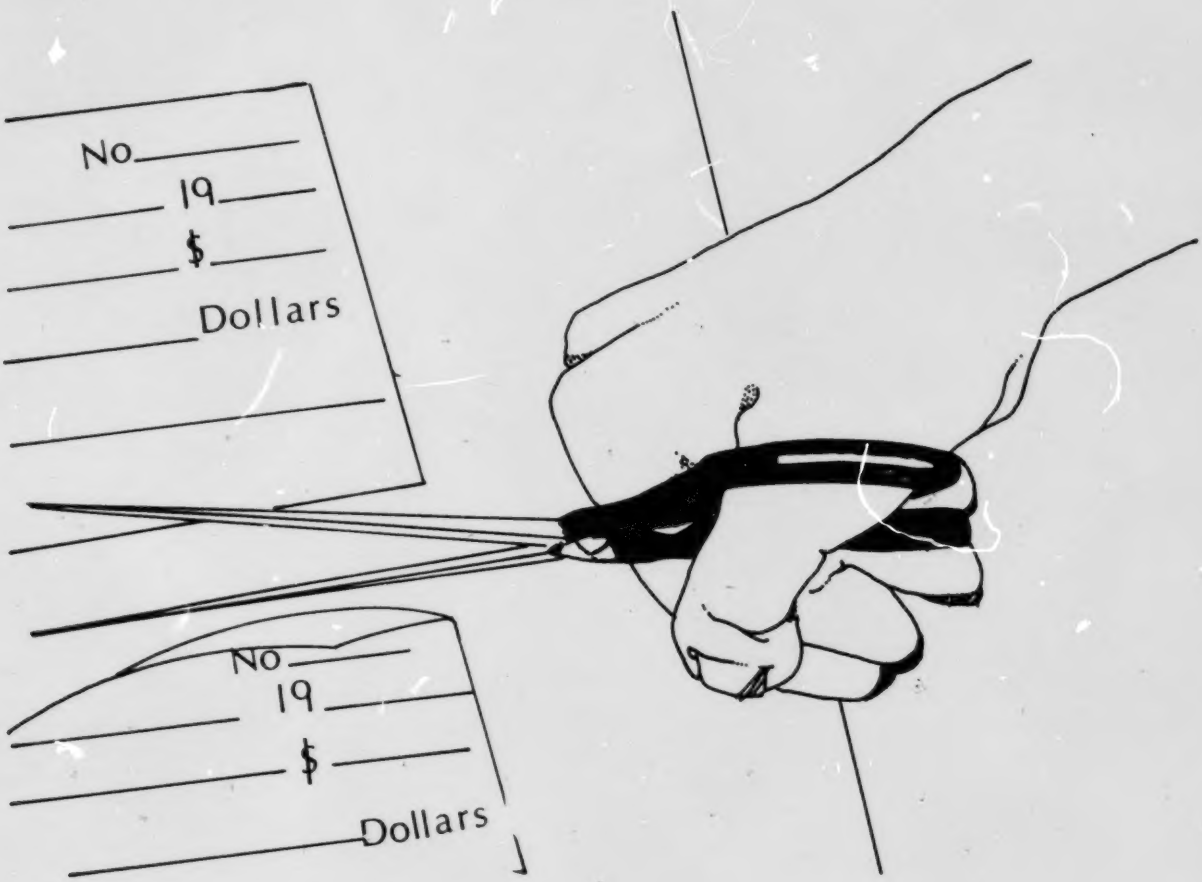
BT V–C, 12

INSTRUCTION SHEET II

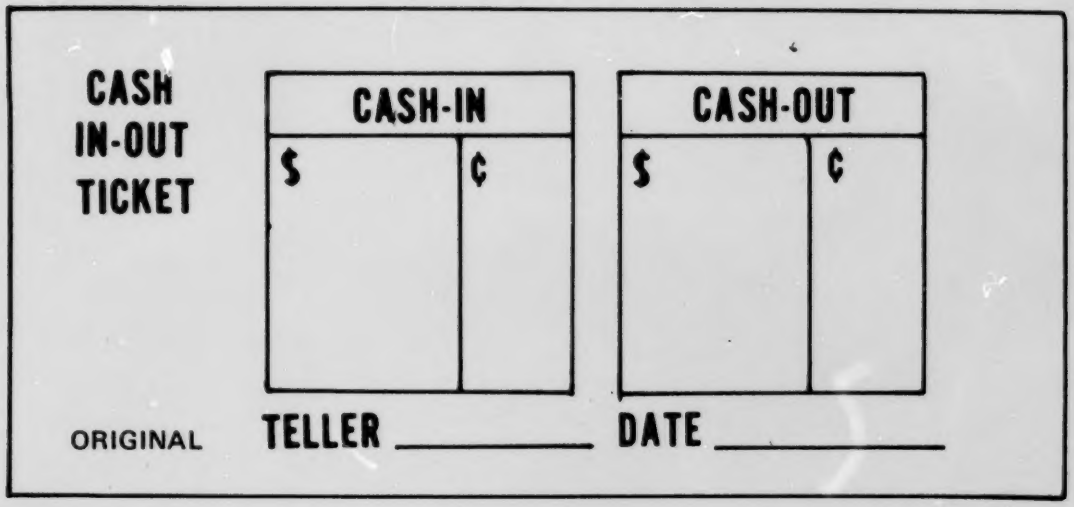
Practice in Cashing Checks

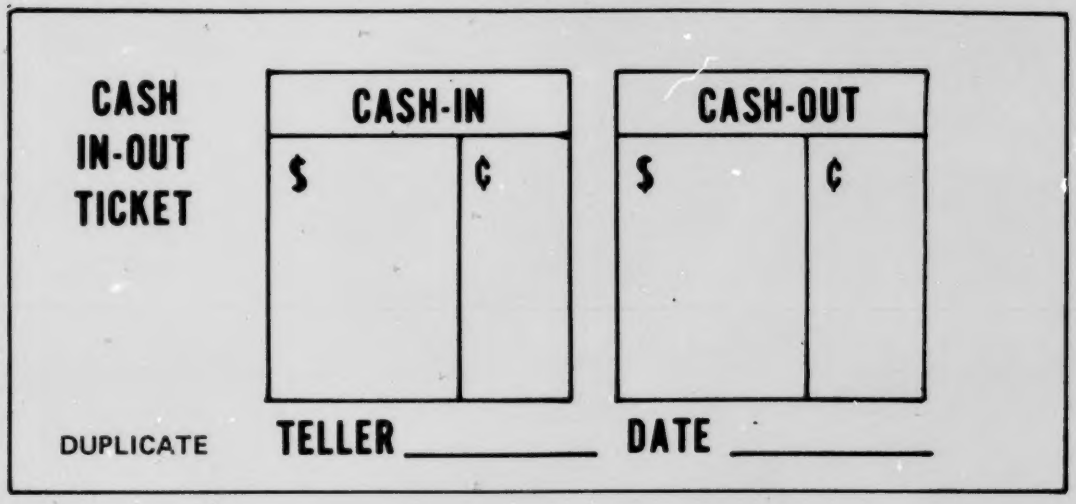
Cut apart the checks and money provided in this module. Cash the batch of checks according to the instructions presented on Instruction Sheet I. Complete the Student Checklist as you cash the checks. Refer to Instruction Sheet I if you find any step difficult.

Additional Cash In-Out Tickets are available on the next page.



CASH IN-OUT TICKETS





Joe Sperry

J K Higgenbottom
1401 Prell Drive
Sunnytown, S. C. 29299

91-671
890

No 72

Feb 3 19 --

Pay to the Order of Joe Sperry $2.75

Two and 75/100 Dollars

For newspaper

FIFTH CITIZENS BANK & TRUST
SUNNYTOWNE, S.C. 29298

J. K. Higgenbottom

⑆1234⑆8900⑈8905⑈

Warren Adamsky

Mrs. Louise Fields
15 Downing Alley
Summerton, S.C. 29148

301-62
917

No 47

Feb 1 19 --

Pay to the Order of Warren Adamsky $14.00

fourteen and no/100 Dollars

For Birthday

Summerton First Savings Bank
Summerton, S.C. 29148

Louise Fields

⑆8901⑈3456⑆7890⑆⑈

Warren Adamsky

Mrs. Charles Adamski
Route 4, Box 751-B
Effingham, S.C. 29541

17-139
301

No 76

Feb 2 19 --

Pay to the Order of Warren Adamsky $20.21

Twenty and 21/100 Dollars

for Calculator & Lock Wholesale

Effingham First National Bank
Effingham. S.C. 29541

Alice Adamski

⑆1234⑈567⑈1234⑈

MODULE NO. V–C

NAME _____

DATE _____

STUDENT'S CHECKLIST

PERFORMANCE SCALE – Rate yourself using this form

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Examined negotiability points of each check.					
2. Proved total of batch by					
a. Listing the amount of each check and getting a total;					
b. Running the total twice on the adding machine;					
c. Saving the tape					
3. Dispensed cash to the customer by					
a. Dispensing the coins first;					
b. Dispensing the currency next by					
(1) Pulling the large bills first;					

NAME_____

DATE_____

STUDENT'S CHECKLIST
(Continued)

PERFORMANCE SCALE – Rate yourself using this form

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
(2) Counting the currency as it was removed from the stack;					
(3) Picking up each bill with the forefinger and thumb, rolling the bill between them, and placing it in the other hand;					
(4) Counting out the currency slowly to the customer.					
4. Stamped the teller number on the face of each check.					
5. Completed Cash-Ou. Ticket in duplicate for the total amount being dispensed to the customer.					
6. Placed the original copy of the Cash-Out Ticket on top of the check(s).					
7. Kept the checks and the original copy of the Cash-Out Ticket for the Proof Department.					
8. Kept the duplicate copy of the Cash-Out Ticket and the adding machine tape for balancing records at the end of the day.					

STUDENT SELF-CHECK

On a plain sheet of paper, number from 1-11 and put the following steps in order according to the way they should be performed by the bank teller when cashing checks. When you have completed this activity, refer to the next page and check your answers.

a. Complete the Cash-Out Ticket in duplicate.

b. Pull larger bills from the drawer or stack first and count the currency as it is taken from the drawer.

c. Dispense coins.

d. Run a total twice on the adding machine when cashing more than one check from the customer.

e. Save the tape showing the total of a batch of checks.

f. Place the original of the Cash-Out Ticket on top of the checks and keep them for the Proof Department.

g. Stamp the teller number on the face of each check.

h. Keep the duplicate copy of the Cash-Out Ticket and the tape showing the total of a batch of checks for balancing at the end of the day.

i. Examine each check for points of negotiability.

j. List the amount of each check when cashing more than one check for a customer and get a total on the adding machine.

k. Count out the currency slowly to the customer so that the customer may count with the teller.

SELF-CHECK

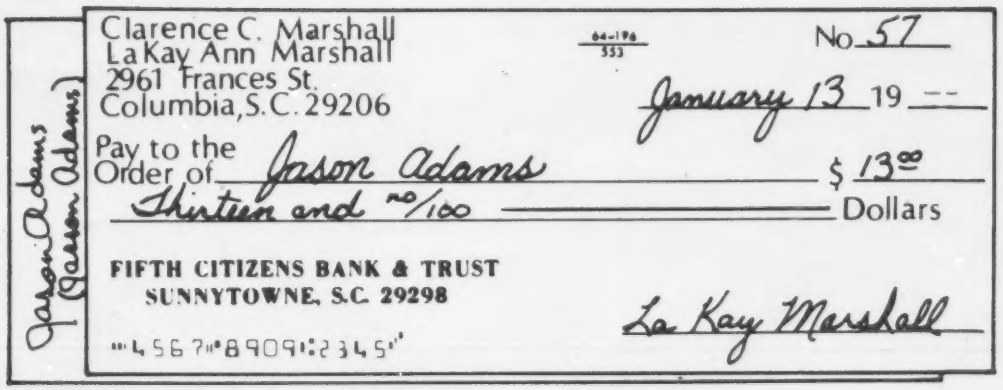
Answer Key

1. I
2. J
3. D
4. E
5. C
6. B
7. K
8. G
9. A
10. F
11. H

POST-TEST

Remove from the module and cut apart the checks, currency, and coins on the dotted line. Using the proper procedure, you are to cash a single check presented by a customer for cashing and then cash a batch of checks presented by another customer. Use the supplies presented to you by your instructor which will include an adding machine, a teller's stamp, and a teller's supply of money. If a teller's stamp is not available, write the number 68 on the checks that you cash and put your initials beside the number. Your instructor will watch you as you proceed to cash the checks and will use the Instructor's Checklist to determine whether you performed the cashing of checks acceptably or unacceptably.

CUSTOMER #1



CUSTOMER #2

Lee Ann Rastus

Prof. N.O. Goode
208 N. Pine St.
Columbia, S.C.

No 15

January 6 19 --

Pay to the Order of Lee Ann Rastus $ 16 73

sixteen and 73/100 Dollars

For typing exams

American Bank & Trust
Columbia, S.C. 29063

N.O. Goode

Lee Ann Rastus (Leann Rastus)

Ann V. Abernathy
1801 Lind Street
Columbia, S.C. 21368

No 4

January 7 19 --

Pay to the Order of Leann Rastus $ 6 00

Six and no/100 Dollars

For Avon Products

B&A Trust Co.
Columbia, S.C.

Ann Abernathy

Lee Ann Rastus

ABC TYPEWRITER SERVICE
153 Jackson Street
Columbia, S.C. 28009

No 279

Jan 13 19 --

Pay to the Order of Lee Ann Rastus $ 13 92

Thirteen and 92/100 Dollars

For Refund

Amalgamated Trust Co.
Columbia, S.C. 29447

Joe Adams

Joe Adams, Comptroller

MODULE NO. V–C

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Examined negotiability points of each check.					
2. Proved total of batch					
a. Listed amount of each check and computed total;					
b. Ran total twice;					
c. Saved tape.					
3. Dispensed cash to customer					
a. Dispensed coins first;					
b. Dispensed currency next;					
(1) Pulled large bills first;					

MODULE NO. V–C

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE (Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
(2) Counted all currency as it was removed from stack;					
(3) Picked up each bill with forefinger and thumb, rolled the bill, and placed it in other hand;					
(4) Counted out currency slowly to customer.					
4. Stamped teller number on face of each check.					
5. Completed Cash-Out Ticket for total amount.					
6. Placed original copy of Cash-Out Ticket on top of checks.					
7. Retained checks and original copy of Cash-Out Ticket for Proof Department.					
8. Retained duplicate copy of Cash-Out Ticket and adding machine tape for balancing records.					

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CASHING CHECKS

INSTRUCTOR'S HANDBOOK

Prepared by

Mrs. Katherine Cliatt

State Department of Education
Office of Vocational Education
Office Occupations Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

Module No. V–C

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

MODULE TITLE: CASHING CHECKS

OBJECTIVE (S): Given a teller's window prepared for cashing checks, a teller's stamp, and an adding machine, cash a single check, performing acceptably all items on the Instructor's Checklist. Then given the same basic supplies, proceed to cash a batch of checks. All items on the Instructor's Checklist should be performed acceptably.

		Learning Activity Numbers
INSTRUCTION SHEETS		
I	**Title:** "Procedures for Cashing Checks"	1
II	**Title:** "Practice in Cashing Checks"	2
III	**Title:** "Student Checklist"	3
STUDENT SELF-CHECKS INCLUDED IN MODULE		
I	**Title:** Student Self-Check	4

SUPPLEMENTAL MATERIALS

A page of blank checks is included so that you may periodically vary the amounts used on the Pre-Test and Post-Test if you desire.

Recordkeeping I and II
Transparencies (Banking)
(Available from the Vocational Education Media Center, Clemson University, Clemson, SC 29631)

TEXTBOOKS AND REFERENCE BOOKS REQUIRED	
MANUALS, SPECIFICATION SHEETS REQUIRED	
FILMSTRIP PRESENTATIONS & AV MATERIALS REQUIRED	
SPECIAL TOOLS, EQUIPMENT & SUPPLIES REQUIRED	
Teller's stamp and stamp pad; play money if desired or use paper money	1, 2, 3, 4
supplied with module; a teller's drawer or simulated drawer; cash-out tickets	
provided with module; an adding-listing machine with tape; and checks provided	
with module.	

ATTITUDES & VALUES TO BE DEVELOPED

Acceptability of procedural performance in cashing checks.

* NOTES TO THE TEACHER TO ASSIST IN WORKING WITH THIS MODULE

These items are to be duplicated each time a student uses the module: checks for the Pre-Test and/or Post-Test; Student Checklist; checks in Instruction II; and Instructor's Checklist. The teacher will need at least 2 pages of coins and currency duplicated and cut out. The more money you have, the more realistic the teller's drawer. The money can be used over and over again. A small package of money from a dimestore would be even better. You can make a cash "drawer" out of a flat box and partitions. Some "paper" coins are provided in this module. You may also use the "play" coins provided in a commercial cash box.

This module includes "perishable" materials which will be used by the student and must be replaced before another student can use the same modules. The following is a list of perishable pages for this module. They are included in the Instructor's Handbook.

–Cash In/Cash Out Tickets

–Checks for Pre-Test/Post-Test

–Checks for Instruction Sheet II

–Student Checklist

–Instructor's Checklist

Real money would provide a more realistic learning experience; however, it may be an uncontrollable situation. Be sure to occasionally check the amount of coin and currency available at the designated "teller's" window or drawer. Set up the teller's window in advance; make it accessible to students, but ask the students to sign in when using it so that you can control its use. Perhaps more than one "teller's window" will be necessary.

MODULE NO. V–C

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Examined the negotiability points of each check.					
2. Proved the total of each batch by					
a. Listing the amount of each check and getting a total;					
b. Running the total twice on the adding machine;					
c. Saving the tape.					
3. Dispensed cash to the customer by					
a. Dispensing the coins first;					
b. Dispensing the currency next by					
(1) Pulling the large bills first;					

MODULE NO. V–C

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE (Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
(2) Counting the currency as it was removed from the stack or drawer;					
(3) Picking up each bill with the forefinger and thumb, rolling the bill between them, and placing it in the other hand;					
(4) Counting out the currency slowly to the customer.					
4. Stamped the teller number on the face of each check.					
5. Made a Cash-Out Ticket in duplicate for the total amount of check or batch of checks.					
6. Placed the original copy of the Cash-Out Ticket on top of the check(s).					
7. Kept the checks and the original copy of the Cash-Out Ticket for the Proof Department.					
8. Kept the duplicate copy of the Cash-Out Ticket and the adding machine tape for balancing at the end of the day.					

SUPPLEMENTAL MATERIALS

Ann V. Abernathy
1801 Lind Street
Columbia, S.C. 21368

No ____
19 ____

Pay to the
Order of _____ $ _____

_____ Dollars

For _____

B&A Trust Co.
Columbia, S.C.

_____

ABC TYPEWRITER SERVICE
153 Jackson Street
Columbia, S.C. 28009

No ____
19 ____

Pay to the
Order of _____ $ _____

_____ Dollars

For _____

Amalgamated Trust Co.
Columbia, S.C. 29447

_____
Joe Adams, Comptroller

Clarence C. Marshall
LaKay Ann Marshall
2961 Frances St.
Columbia, S.C. 29206

No ____
19 ____

Pay to the
Order of _____ $ _____

_____ Dollars

FIFTH CITIZENS BANK & TRUST
SUNNYTOWNE, S.C. 29398

_____

Prof. N.O. Goode
208 N. Pine St.
Columbia, S.C.

No ____
19 ____

Pay to the
Order of _____ $ _____

_____ Dollars

American Bank & Trust
Columbia, S.C. 29063

_____

MODULE NO. V–C

NAME _____

DATE _____

STUDENT'S CHECKLIST

PERFORMANCE SCALE – Rate yourself using this form

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Examined negotiability points of each check.					
2. Proved total of batch by					
a. Listing the amount of each check and getting a total;					
b. Running the total twice on the adding machine;					
c. Saving the tape.					
3. Dispensed cash to the customer by					
a. Dispensing the coins first;					
b. Dispensing the currency next by					
(1) Pulling the large bills first;					

MODULE NO. V–C

NAME _____

DATE _____

STUDENT'S CHECKLIST

PERFORMANCE SCALE – Rate yourself using this form

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

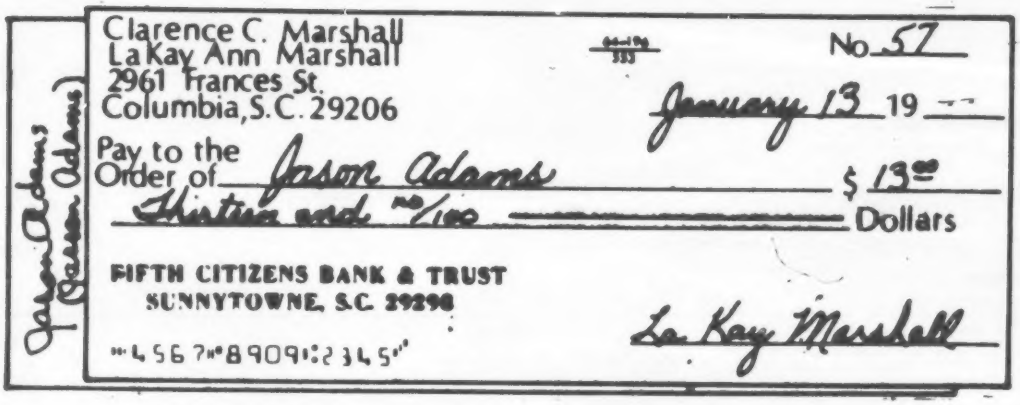
Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
(2) Counting the currency as it was removed from the stack;					
(3) Picking up each bill with the forefinger and thumb, rolling the bill between them, and placing it in the other hand;					
4. Stamped the teller number on the face of each check.					
5. Completed Cash-Out Ticket in duplicate for the total amount being dispensed to the customer.					
6. Placed the original copy of the Cash-Out Ticket on top of the check(s).					
7. Kept the checks and the original copy of the Cash-Out Ticket for the Proof Department.					
8. Kept the duplicate copy of the Cash-Out Ticket and the adding machine tape for balancing records at the end of the day.					

PRE-TEST

Remove the pages of checks, currency, and coins and cut them apart. Using proper procedures, you are to cash a single check presented by customer 1 for cashing and then cash a batch of checks presented by customer 2. Use the materials supplied by your instructor. These should include an adding machine with tape, a teller's supply of money, and a teller's stamp and stamp pad. If a teller's stamp is not available, write the number 68 on the checks that you cash and put your initials beside the number. Refer to the Instructor's Checklist following the Post-Test to see what is expected of you as you cash the checks in this module. Your instructor will watch you as you proceed to cash the checks and will use an Instructor's Checklist to determine whether you performed the cashing of the checks acceptably or unacceptably. If you do not score 100% on this Pre-Test, do not throw the checks away. They will be used later in the module. If you score 100%, proceed to the next module.

CUSTOMER #1


Clarence C. Marshall
La Kay Ann Marshall
2961 Frances St.
Columbia, S.C. 29206

No. 57

January 13 19--

Pay to the Order of Jason Adams $ 13.00

Thirteen and no/100 Dollars

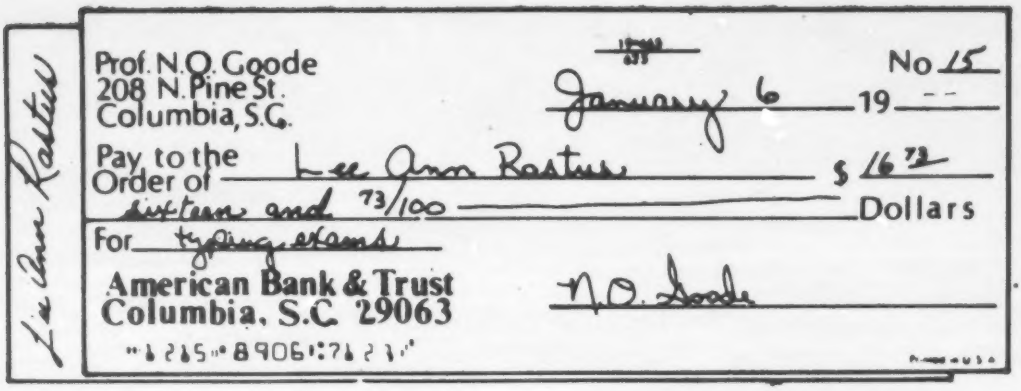
FIFTH CITIZENS BANK & TRUST
SUNNYTOWNE, S.C. 29290

⑈4567⑈8909⑆2345⑈

La Kay Marshall

Jason Adams
(Jason Adams)

CUSTOMER #2



Lee Ann Rastus

Prof. N.O. Goode
208 N. Pine St.
Columbia, S.C.

No 15

January 6 19--

Pay to the Order of Lee Ann Rastus $ 16 73

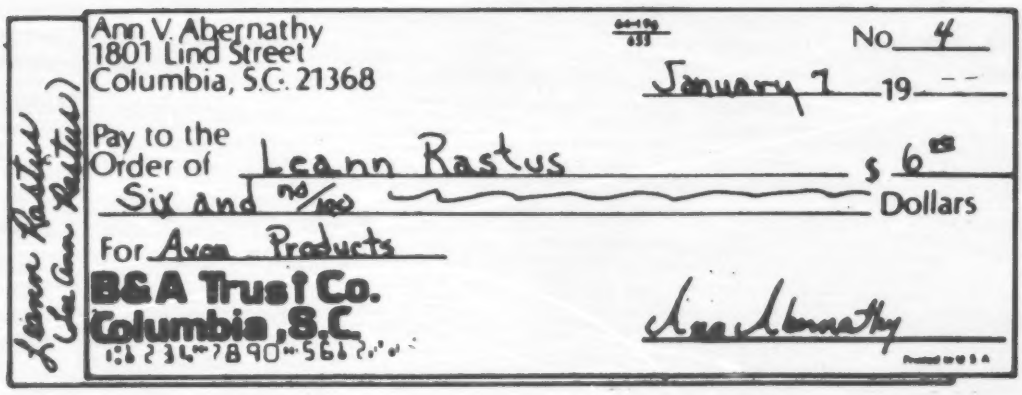
sixteen and 73/100 Dollars

For typing stands

American Bank & Trust
Columbia, S.C. 29063

N.O. Goode

⑈1285⑈8906⑆76231⑈



Leann Rastus (Lee Ann Rastus)

Ann V. Abernathy
1801 Lind Street
Columbia, S.C. 21368

No 4

January 7 19--

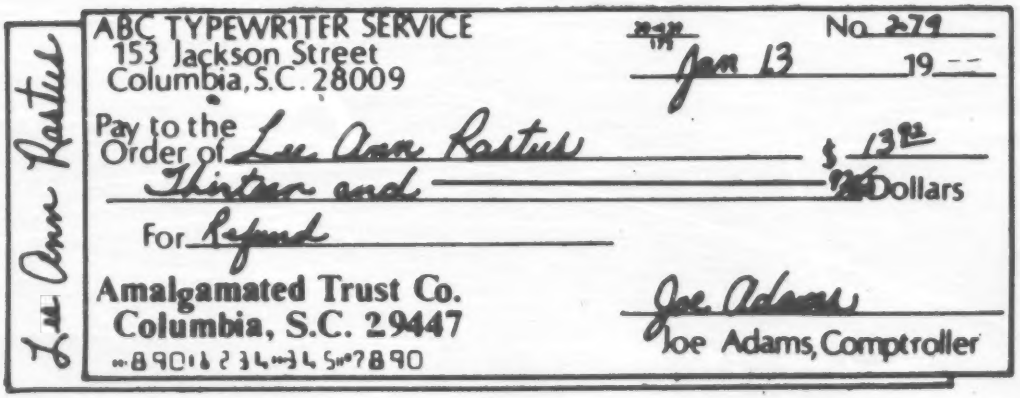
Pay to the Order of Leann Rastus $ 6 00

Six and 00/100 Dollars

For Avon Products

B&A Trust Co.
Columbia, S.C.
⑆1234⑈7890⑈5617⑈

Ann Abernathy



Lee Ann Rastus

ABC TYPEWRITER SERVICE
153 Jackson Street
Columbia, S.C. 28009

No 279

Jan 13 19--

Pay to the Order of Lee Ann Rastus $ 13 92

Thirteen and 92/100 Dollars

For Refund

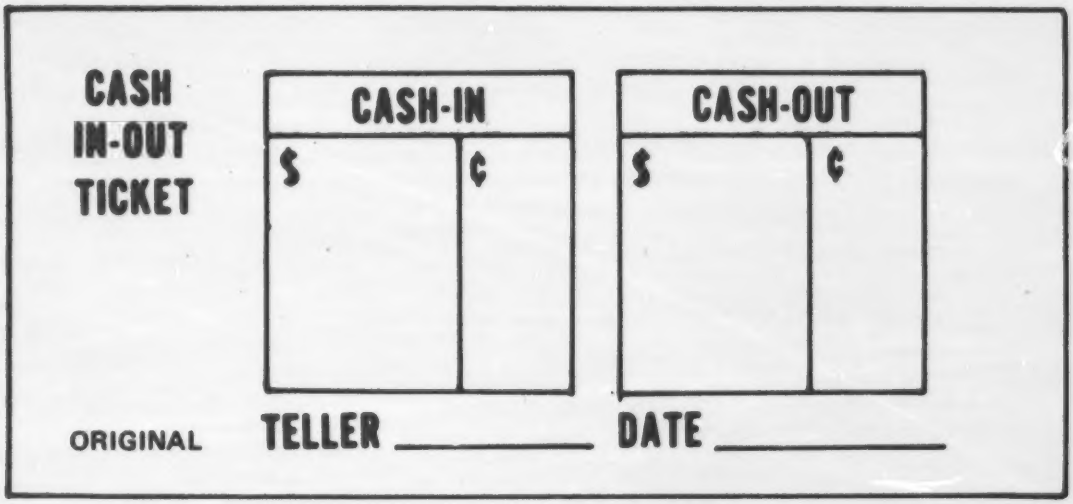
Amalgamated Trust Co.
Columbia, S.C. 29447
⑈8901⑆234⑈345⑈7890

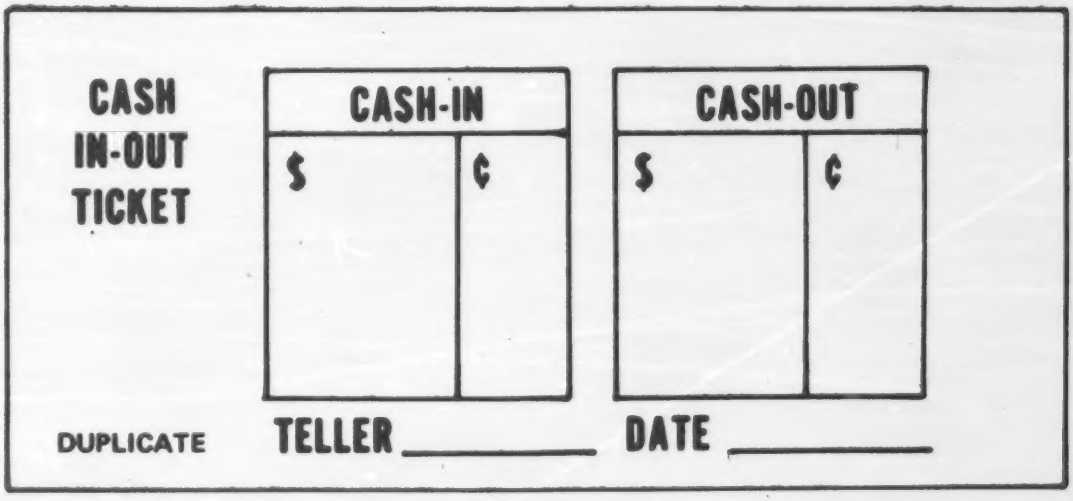
Joe Adams

Joe Adams, Comptroller

CASH IN-OUT TICKETS

(ORIGINAL AND DUPLICATE)





Joe Sperry

J K Higgenbottom
1401 Prell Drive
Sunnytown, S. C. 29299

91-871
890

No. 72

Feb 3 19 --

Pay to the Order of Joe Sperry $2.13

Two and 13/100 Dollars

For newspaper

FIFTH CITIZENS BANK & TRUST
SUNNYTOWNE, S.C. 29298

J. K. Higgenbottom

⑆1234⑆8900⑈8905⑈

Warren Adamsky

Mrs. Louise Fields
15 Downing Alley
Summerton, S.C. 29148

301-92
917

No 47

Feb 1 19 --

Pay to the Order of Warren Adamsky $14.00

fourteen and no/100 Dollars

For Birthday

Summerton First Savings Bank
Summerton, S.C. 29148

Louise Fields

⑆8901⑈3456⑆7890⑆⑈

Warren Adamsky

Mrs. Charles Adamski
Route 4, Box 751-B
Effingham, S.C. 29541

17-139
301

No 76

Feb 2 19 --

Pay to the Order of Warren Adamsky $20.21

Twenty and 21/100 Dollars

for Calculator & Lock Wholesale

Effingham First National Bank
Effingham, S.C. 29541

Alice Adamski

⑆1234⑈5678⑈1234⑆⑈

CASH IN-OUT TICKET

CASH-IN		CASH-OUT	
$	¢	$	¢

ORIGINAL TELLER _____ DATE _____

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